

Revised 3/21/05

2004-2005 No Child Left Behind -Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Rebecca Hedrick

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Ranch Hills Elementary School

(As it should appear in the official records)

School Mailing Address 2 Trabuco Place

(If address is P.O. Box, also include street address)

Pomona

CA

91766-4787

City

State

Zip Code+4 (9 digits total)

County Los Angeles

School Code Number*

19 64907 61089822

Telephone (909) 397-4978

Fax (909) 623-3628

Website/URL http://www.pusd.org/public_index.asp

E-mail rebecca.hedrick@pusd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date

(Principal's Signature)

Name of Superintendent* Mr. Patrick Leier

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pomona Unified School District

Tel. (909) 397-4800 Ext. 3882

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date

(Superintendent's Signature)

Name of School Board

Mr. Richard Rodriguez

President/Chairperson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| <u>27</u> | Elementary schools |
| <u>6</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>5</u> | High schools |
| <u>0</u> | Other |
| <u>38</u> | TOTAL |

2. District Per Pupil Expenditure: \$6,836

Average State Per Pupil Expenditure: \$6,882

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 7 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	24	23	46	8			
1	32	27	59	9			
2	36	28	64	10			
3	34	40	74	11			
4	44	29	73	12			
5	39	38	79	Other			
6	47	56	103				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							496

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|---------------------------|
| 28% | White |
| 17% | Black or African American |
| 31% | Hispanic or Latino |
| 17% | Asian/Pacific Islander |
| 7 % | Filipino |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	23
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	40
(4)	Total number of students in the school as of October 1	521
(5)	Subtotal in row (3) divided by total in row (4)	.08%
(6)	Amount in row (5) multiplied by 100	8%

8. Limited English Proficient students in the school: 8%
42 Total Number Limited English

Proficient

Number of languages represented: 20

Specify languages: Spanish, Korean, Vietnamese, Arabic, Cantonese, Mandarin, Filipino, Japanese, Russian, Chaozhou, Gujarati, Farsi, German, Hindi, Thai, Urdu, Pashto, Rumanian, Khmu and Other Non-English

9. Students eligible for free/reduced-priced meals: 13%

Total number students who qualify: 75

10. Students receiving special education services: 5 %
24 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u>3</u> Orthopedic Impairment
<u> </u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u>3</u> Hearing Impairment	<u>40</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u>4</u> Visual Impairment Including Blindness
<u> </u> Emotionally Disturbed	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>20</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support staff	<u>5</u>	<u>18</u>
Total number	<u>28</u>	<u>19</u>

12. Average school student-“classroom teacher” ratio: K-2nd = 20.9 and 3rd-6th = 29.8
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	96%	97%	97%
Daily teacher attendance	92%	96%	97%	96%	97%
Teacher turnover rate	8%	9%	10%	10%	9%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

Blue Ribbon School Application

Ranch Hills Elementary School

Part III Summary

Ranch Hills, located in Pomona, California, is one of 27 elementary schools in the Pomona Unified School District of Los Angeles County. Our school's population of 490 students is remarkably diverse, with over twenty different home languages spoken. Colorful flags from around the world are proudly displayed in the Ranch House (cafeteria) to reflect the diversity of our "Rattlers" (28% white; 32% Hispanic; 17% Asian; 14% African American; 7% Filipino and 2% Other). Differences are valued and celebrated, enriching the lives of the students and our school environment. Despite the student's cultural, ethnic and language differences, our school community has much in common. Staff, parents and the community work in partnership in the development of high quality instructional programs, increased student learning and the continuous improvement of the school. We are united to do "whatever it takes" to meet the needs of all students.

Our friendly, western theme at Ranch Hills invites you to tether your horse, leave your boots at the door, and mosey on in for a closer look at our attractive, clean, safe, and secure campus. As you stop by the front office for a steaming cup of coffee, take time to read our vision statement and motto posted on the wall. True to our word, staff, parents, and community members are committed to the vision of providing a quality education that "empowers all students to realize their highest academic potential, exhibit positive character traits, maintain physical and social well-being to become lifelong learners in our ever-changing, culturally diverse world." Our school motto, "We Reach To Teach, They Yearn To Learn" reflects and encapsulates our vision for all students. All students have potential –we expect success!

As we continue on our journey, visit the Kindergarten Corral on the edge of Saddle Sore Square where you might catch big and little buddies sharing snacks and stories from around the world. Volunteer parents can be seen in the library, Study Stable, supporting literacy by helping students access print materials across the curriculum. Students are using their technological expertise in our fully equipped computer lab, the Multimedia Mesa, to create interactive books and classroom presentations. Take a peek in the Resource Room where special needs students work as reading "pardners" to tackle grade level standards. Wind your way through Desperado Gully and peer into a classroom for a glimpse of students engaged in a rich variety of standards-based learning experiences. The walls are alive with dioramas, student-authored books, charts, graphs, student-designed games, and poetry showcasing student successes. These authentic assessment opportunities are used along with standardized test results and district-wide benchmark assessments to guide instruction and monitor student progress.

Character Education is a high priority at Ranch Hills and is the foundation of our school climate. It is our expectation that each student, through the implementation of core values, demonstrates expected standards of citizenship. Each month a core value is highlighted, posted in the classrooms and integrated within the curriculum. Our daily morning message reminds students to be the best that they can be, and reinforces positive character traits. A school-wide student pledge is recited daily to reinforce the "I Can" attitude.

Our high achievement is a reflection of the combined efforts of the Ranch Hills' family: hard working, passionate teachers, blazin' a trail for student success, always seeking ways to improve lesson design and instructional delivery; an accommodating, cooperative support staff who work in conjunction with the teachers to assist students in maintaining progress; energetic, enthusiastic students who come to class prepared and ready to meet the challenges of the day and parents who are scattered throughout the school lending a helping hand to teachers and students alike.

We, the Ranch Hills School community, believe in people, with students as the primary focus, never compromising integrity and teamwork in the development of the whole child while pursuing the LOVE OF LEARNING. In true "pioneer spirit" Ranch Hills continues to explore new frontiers maintaining a tradition of excellence, always striving to be the "Best in the West."

Part IV - Indicators of Academic Success

IV.1 School Assessment Results

Ranch Hills' success is evidenced by high academic achievement and the strength of our standards-based program. We have a well-established External and Internal Accountability System based on State and District Content Standards in place to monitor student achievement and promote instructional change. The External System is an annual accountability structure consisting of the State Assessment Accountability Report (STAR), which assesses students on the Content Standards Test (CST) and the California Assessment Test (CAT 6). Our CST results are reported as levels: Advanced, Proficient, Basic, Below Basic and Far Below Basic. Students meeting or exceeding grade level standards are scoring in the Proficient and Advanced ranges. Students scoring below those two levels are provided with interventions and additional support. Presently our Academic Performance Index is 878. Based on our Adequate Yearly Progress, (AYP) 68.7% of the students in 2nd-6th grade have reached proficiency in Language Arts and 72% have attained proficient or advanced levels in mathematics. Our four main subgroups are Asian, Hispanic/Latino, White and Socio/Economically Disadvantaged. Test data for our subgroups has been disaggregated and an examination of the results in Language Arts, shows that all groups made gains except our Asian subgroup, which dropped 9% points from 79% proficient/advanced. In mathematics, all of our subgroups dropped an average of seven points. This information led to a revised pacing schedule, increased interventions and intense monitoring of student progress within these subgroups.

Students also take the CAT 6, a norm-referenced assessment, to provide the school with additional data to guide instruction and make program improvements. The results are stated as national percentiles based on a comparison of our students against a norm-referenced group. The following is the percentage of students scoring above the 75th NPR:

	Reading	Language	Math	Spelling		Reading	Language	Math
Spelling								
Second:	54%	48%	81%	73%	Fifth:	40%	41%	38%
Third:	18%	27 %	37%	45%	Sixth:	29 %	40 %	56%
Fourth:	33 %	53%	71%	57%				

Twice a year all English Language Learners (ELLs) take the California English Language Development Test that measures progress towards English language proficiency in the areas of listening/speaking, reading and writing. The CELDT results indicate that 33% of our students are at the Advanced Level, 24% Early Advanced, 24% at the Intermediate Level, 12% Early Intermediate Level and 6% at the Beginning Level. These results help us to streamline our efforts in meeting the needs of our ELLs in fluency, language development, and writing.

Our Internal system is composed of District Wide Assessments (DWA), based on benchmarks in reading, math and writing; a Diagnostic Reading Assessment (DRA); Basic Reading Inventory (BRI); monthly writing prompts; Houghton Mifflin summative, theme and skills tests; Harcourt Brace math chapter and unit tests; Accelerated Reader quizzes and tests; reading logs; teacher created tests that assess individual standards; various criterion referenced exams in social studies and science, presentations and projects. Our DWA results in reading/math are listed as percentiles of students mastering the objectives:

First Grade: 97% Language Arts/ 96% Math
Second: 87% Language Arts/ 95% Math
Third: 83% Language Arts/ 88% Math

Fourth: 69% Language Arts/ 74% Math
Fifth: 75% Language Arts/ 87% Math
Sixth: 72% Language Arts/ 75% Math

Writing is a school-wide focus area. Students in fourth grade take the STAR writing test in the spring. Results over a three-year period show that we are moving our students from levels 2-3 into the 4-5 level. Our goal is to have at least 50% or more of our students at the 6-7 level and 10% at the highest level (8) based on a 2-8 rubric. In order to accomplish this goal, teachers have created

monthly grade level prompts, which are scored in grade level teams. All teachers are required to have “Writing On The Wall,” writing portfolios, writing conferences with the principal and grade level action plans.

We use testing as a means of diagnosis and it is one of the best ways to determine if all students are learning. Local and site assessments are linked with the statewide external system to measure progress in that both systems are assessing student progress toward meeting the standards.

The California state and district standards at Ranch Hills have been identified, paced and aligned with the district wide assessment system, the STAR program and the California High School Exit Exam (CAHSEE).

For further information, see the state assessment website <http://star.cde.ca.gov>.

IV.2 How the School uses Assessment Data to Improve Student Achievement and School Performance

The ultimate goal of No Child Left Behind legislation is for all students to achieve at the Proficient and/or Advanced Performance levels by the year 2013-2014 in Language Arts and Mathematics. By analyzing the results of multiple measures, we are able to increase student achievement by identifying strengths and weaknesses in our programs, targeting essential standards, and refining instructional strategies.

As part of the Academic Plan for Student Achievement (APSA), the staff participates in a school-wide and grade level process that synthesizes and integrates the results of our test data analysis into specific action plans. This process involves analyzing past performance, determining present needs, setting targeted performance gains and developing interventions to meet academic goals. This data analysis becomes the blueprint by which we measure the effectiveness of our standards-based instructional program.

Our Data Action Team, which consists of one teacher at each grade level, chairs monthly Structured Teaching Planning Time (STPT). Through the leadership of this team, teachers analyze the results of their interim data (DWA) as well as student work samples to guide/ adjust/modify instruction, revisit the focus areas, isolate “what’s working and what’s not,” rubric writing assessments, implement plans to extend the student day through standards-aligned homework, discuss new programs and the “next steps” in our improvement plan to increase student achievement. Teachers at each grade level accept shared responsibility for the achievement of all students regardless in whose class they reside.

As a result of our assessment data analysis and STPT, the staff agreed to provide a school-wide after school program to support the learning of those students not meeting grade level standards. Teachers volunteer their time to work with students in small group settings to support our focus areas of literacy, writing, and problem solving.

The staff also uses technology to check and re-check student progress using the district’s Internet data collection site, RxNet. Teachers can access the STAR, DWA, and CELDT data for their students, download a Multiple Assessment Report that will provide individual data with proficiency levels on the Content Standards, percentages on the CAT 6 and Language Proficiency. A Grouping Status Report delineates the students who have not mastered particular standards so teachers can provide differentiated instruction such as flexible groups, centers, homework, tiered activities and ongoing informal assessment.

In keeping with our western theme to assure that our Rattlers improve academically, we implement the Sow, Grow, Plow and Harvest Plan, a tool that streamlines our effort in increasing student achievement in identifying what needs to be done based on the data (Sow), teach the standards (Grow), assess progress (Plow) and discuss the next steps (Harvest). Our purpose is to have our teachers use data continuously, collaboratively and effectively to improve teaching and learning school-wide.

IV.3 How the School Communicates Student Performance to Parents, Students and Community

Ranch Hills' teachers keep in close contact with parents through informal weekly progress reports, parent teacher conferences, phone calls, notes home and classroom newsletters. Information is provided to parents through the use of translators and translated documentation as needed. Assessment data is shared with the parents through School Site Council (SSC), English Learner Advisory Council (ELAC), PTA presentations, school/ district publications and parent-teacher conferences.

Our **“Standards for Success”** meetings are held each year in September and early October. These well-attended grade level evening meetings are calendared to inform parents about Ranch Hills' standards-based program. The meetings begin with the video, California's Commitment: Raising Academic Standards for All Students, which sets the stage for discussion of assessments, accountability and school improvement. We review STAR (CST and CAT 6 data) as well as the school's Academic Performance Index (API). Adequate Yearly Progress (AYP) and Annual Measurable Objectives (AMO) are explained to the parents in the context of No Child Left Behind Legislation. State/district standards are explained in depth and “unwrapped” to provide further clarification. Teachers share student work samples to illustrate grade-level content and expectations. For example, parents were provided an overview of the writing standards and then given actual writing samples to score and rubric. This activity provided parents with an idea of the high expectations that we hold for each student. Parents also learn strategies for home use in helping children improve and reach their highest potential. Parents are informed as to how their children are performing in meeting the standards through state STAR test reports, formal progress reports every six weeks, report cards, parent teacher conferences, and RxNet Parent Reports that list the standards as mastered or non-mastered three times a year. Our monthly newsletter, *Rattler Tattler*, school programs, and committee work, as well as on-line parent communication, provide additional vehicles to inform our parents about student achievement. The School Accountability Report Card (SARC) is available to provide further information to our parents and community about the school.

Students are kept abreast of their progress in an effort to increase their achievement. They monitor their progress on charts and set goals through the computerized program within the Accelerated Reader program. Students have been taught to self and peer edit using checklists, models, posted rubrics and teacher-student conferences. Test results are shared with the students and timely feedback is provided. Content standards are posted in kid friendly language to guide the students as to what they are learning daily in the core subject areas. Student-led parent conferences allow students to reflect upon both strengths and areas of concern, while setting their own learning goals.

IV. 4 How the School Has Shared and Will Continue to Share Its Successes With Other Schools

Ranch Hills shares its successes with other schools by welcoming teams of visitors from outside and within the district. Administrators throughout the district attend professional development days after school to further refine their craft, share successes and discuss “burning issues.” Principals also meet monthly at the district office to share effective strategies, accountability systems, and improvement plans.

Ranch Hills is an integral member of Cluster 4, comprised of 5 elementary schools, a middle school and high school. Parent Nights are held on campuses affording the opportunity to learn more about curriculum, special programs, student expectations and preparing for the next challenge. Cluster area principals meet to conduct observations and classroom walk-throughs, providing feedback to the host principal. We brainstorm new strategies and take back to the sites, “What's Working!”

Two of our teachers were selected to present their programs to other teachers and administrators at the district's annual summer institute, which focused on reading and writing.

Campus Scenes, a district newspaper that is published quarterly is sent out to every school and home. Each school is provided space to publicize the events and programs taking place at the school. The school- wide achievement results are published in local newspapers and awards are presented at school board meetings.

Our state of the art marquee located in the front of the school spotlights upcoming events and school accomplishments such as *“Yahoo! We’re A Distinguished School, Thanks to You!”*

Part V - Curriculum and Instruction

V.1 The Core of Each Curricular Area (VAPA Included) and How All Students Are Engaged With Significant Content Based Standards

Ranch Hills’ rigorous curriculum is aligned with state and national standards. All students at Ranch Hills receive a comprehensive, balanced curriculum based on high expectations in Reading/Language Arts, Mathematics, Social Studies, Science, Visual and Performing Arts and Physical Education.

The standards in the core subject areas drive the curriculum. Teachers spend countless hours in grade level configurations reviewing and mapping the standards, aligning the materials, and creating lessons to supplement state adopted texts.

Harcourt Mathematics: Our balanced math curriculum encompasses the five strands of number sense, measurement and geometry, algebra/functions, statistics, data analysis, probability and mathematical reasoning. Students are able to relate everyday problems to mathematics using charts and graphs to explain solutions, as well as using cooperative hands-on learning activities. Manipulatives are used to deepen concept understanding and strengthen the connection between the concrete and symbolic stages. Math Steps, our supplemental program, provides ongoing practice with skills and sub-skills outlined by state standards. Another program, Excel Math, spirals mathematical concepts and provides additional daily practice to ensure mastery of standards. Upper grade students climb to new heights with Mountain Math, reinforcing their computational skills. The result is a curriculum that produces results!

Houghton Mifflin Reading/ Language Arts: Listening, speaking, reading and writing are the heart of our Language Arts program. Our comprehensive integrated standards-based program develops fluency, oral language, phonemic awareness, vocabulary, and comprehension skills through rich literature, high quality instruction and a variety of resources. Students are encouraged to read to learn. Our independent reading program, Accelerated Reader (Reading Rodeo), has been instrumental in increasing literacy as well as test scores. Reading is a school priority and students are expected to have a library book, “their other textbook,” with them at all times. Students read books, take computer-generated tests, and accumulate points. Successes are celebrated and rewarded throughout the year. The definitive goal of our program is to create a campus community of readers.

Science: Earth, life and physical sciences are an integral part of our science curriculum. Investigation and experimentation allow students to make connections between science and the study of nature. Students engage in projects and simulations, cooperative teaming, and thematic cross-curricular activities and projects to deepen their understanding and enrich the learning of concepts. Field trips to zoos, ocean institutes, sixth grade Science Camp, museums, and the Science Center expand learning opportunities for our students. Students use the school garden to plant seeds and watch them sprout, learn about soil, draw sunflowers, track the coming of spring with the tulip plant project, create a weather station, take measurements and incorporate basic mathematical skills.

Social Studies: Our history/social studies program is standards driven. Students examine the chronological study of history, learn about geography, and develop an understanding and knowledge about the United States and major civilizations as well. The concept of change and continuity is a common thread that runs through the program, informing students about individuals, events and ideas that create change and order. The multi-cultural aspect of American society is also studied to provide an appreciation and respect for cultures different from our own. As part of our character education program, the core values of Tolerance, Respect, Responsibility and Citizenship are an integral part of this curriculum. These values are viewed as a benchmark with which we judge ourselves as well as others. Students are engaged through the identification of cause and effect, examine varied points of

view, form opinions and draw conclusions about the past, present and future. Timelines, multimedia presentations and reports figure prominently in our explorations of history. Embedded at all grade levels of HSS are a set of critical thinking and analysis skills.

Visual and Performing Arts: Ranch Hills is committed to the importance of the arts as a part of a balanced curriculum. Art, Music and Drama make up the core of our program. Students analyze, create and evaluate for a variety of purposes. Fourth through sixth grade students are provided with ninety minutes a week from district visual and performing art teachers to explore drama, art and music. Our Rattlin' Band performs at assemblies and the spring concert. Students dress up as famous characters and present oral reports. A clothespin replica of an ancestor is created and displayed along with a written biography.

Integration within the content areas allows teachers to use a thematic approach to encourage students to explore, interpret and engage in learning activities that draw on standards from many subject areas and is yet another way to help students become more knowledgeable. Student projects and artwork are displayed throughout the campus, reflecting creativity and core instruction.

All students have the opportunity to participate in service learning projects such as Jump Rope For Heart, tutoring, campus clean up efforts, Toys for Tots, Cents For Tsunami, St. Jude's Mathathon, the school garden and the "Shoes That Fit" program, donating shoes and clothing to students in neighboring schools within the district. These projects enable our students to help others that are less fortunate, while serving their community and developing responsibility, academic abilities and the skills to be productive members in the work force of the 21st century.

V.2 Our Reading Program and Why We Use This Approach

A Legacy of Literacy is Ranch Hills' Language Arts program. It is built upon systemic instruction that is aligned with the California content standards and provides diagnostic and explicit support in all components of a comprehensive and balanced program. In addition, it develops beginning reading success, fosters independent and confident readers, and provides consistent development of comprehension strategies. One reason the staff chose this program was due to the built-in spiral review of standards and the adoption addresses the full range of learners in each classroom through a variety of resources, such as extra support for at risk learners, lessons for English Language Learners and challenge activities. Technology is integrated throughout the program to further support the curriculum in writing, penmanship and practice. Content area links help make the connections between the standards in math, science, and history/social science. The program focuses on direct instruction, modeling various strategies including predicting, high-level questioning, reciprocal teaching, clarifying and summarizing. In planning instruction and designing learning experiences for all students, teachers use the ABC approach: **A**ccess prior knowledge, **B**uild new information, and **C**larify key vocabulary. Our phonics program is supplemented with Zoo phonics, Rebecca Sitton's Spelling Program, Working with Words and word wall building. Bloom's Taxonomy is utilized to promote creative and critical thinking.

V.3 A Curricular Area and How It Relates to Essential Skills and Knowledge based on the School's Mission

Essential standards have been identified in all core areas. However, we believe that writing across the curriculum supports our standards-based curriculum and our mission for all children to reach their highest academic potential and become life long learners. The ability to write effectively is a skill all students need to be successful communicators throughout their educational careers and the world of work.

Writing across the curriculum is a school-wide commitment to help understand the expectations of a competent writer.

Ranch Hills' writing is standards-based. It includes the applications of narrative, descriptive, persuasive, expository, response to literature and summary. Our program involves directed writing

instruction, writer's workshop, modeled and shared writing, interactive writing, class stories, and a new program called Write Source, which focuses on the six traits of writing. All students learn to pre-write, write, revise and edit their work. Teachers at each grade level have developed action plans for writing that includes objectives, activities, monthly prompts, kid-friendly rubrics and an assessment plan. Students write daily for a variety of purposes: quick writes, journals, summaries, thinking maps, poems, parodies, similes, essays, paragraphs and stories. It is important that our students are comfortable with writing and begin to appreciate writing as a tool for clarifying their thoughts. The students' writing assignments are meaningful, relevant and shared with others. Opportunities are provided to share their work with "big buddies," publish their work in school newsletters, classroom displays, and author's share.

Through assessment, students reflect on their own growth and use models of good writing to analyze and assess strengths and needs. Writing is an important tool for learning in all subject areas. Students are writing to learn. Students use technology to write, revise and format. We are proud to note that many Ranch Hills' Rattlers have been awarded prizes for their writing and have their stories published in anthologies.

V.4 Different Instructional Methods To Improve Student Learning

Effective instruction is the single most important determinant of student achievement. Ranch Hills' beliefs about teaching and learning have guided the staff and held them accountable for implementing the curriculum and providing instruction that they know propel learning. In the fall of 2003, we participated in What Works in Schools Online Survey. The questionnaire was based on a published meta-analysis of the past 35 years of educational research and identified 11 factors that lead to increases in student achievement. The feedback that our school received helped us to address specific areas of need and to focus our school improvement efforts. The survey consisted of school, teacher and student level factors. Our needs were identified in the teacher level area of instructional strategies. The research that Marzano identified in his book are the nine research-based practices that maximize student achievement: *Identifying Similarities and Differences, Summarizing and Note Taking, Reinforcing Effort and Providing Recognition, Homework and Practice, Nonlinguistic Representations, Cooperative Learning, Setting Objectives and Providing Feedback, Generating and Testing Hypotheses, Cues, Questions and Advance Organizers*. At staff meetings we isolate a single strategy and discuss how we can implement it in the classroom. During STPT, teams further discuss the strategy in depth, embed it into instructional planning and share the effectiveness of the strategy in increasing student achievement. The principal looks for evidence of these in lesson plans, walk-throughs, and student work samples.

The California Standards for the Teaching Profession (CSTP) serves to guide the discovery of best practices designed to help teachers address the diversity of the students and develop a holistic view of teaching.

V.5 Professional Development Program and Its Impact On Improving Student Achievement

The driving force behind the success of the school is a cadre of teachers who are themselves life-long learners. We use the assessment results to make decisions in "light of the data" and not in "spite of the data." It's the catalyst for planning our Professional Development Program.

Ranch Hills' belief in the value of professional development is reflected in the staff's participation in a wide variety of educational opportunities sponsored by the district, site and/or county offices of education.

The main thrust of our professional development plan for this year is the implementation of research based strategies school-wide. Our long-range plan includes ongoing training of the strategies that support the Six Traits of Writing, California Standards For The Teaching Profession, and Standards Based Lesson Design.

During the year, three student-free staff development days are devoted to professional development. We have had training on writing, reading comprehension strategies, differentiation,

garden-based education, research-based strategies, standards based learning, pacing and aligning instruction, professional learning communities and book talks.

Through AB466 training, teachers in fourth-sixth grade participated in an 8-day training on mathematical strategies, the use of manipulatives, problem solving and math applications. During a five day intensive K-6 Literacy Training, teachers became knowledgeable of the stages within the reading process, how to integrate listening, speaking, reading and writing throughout the curricular areas and effective literacy strategies such as prediction, think aloud protocol, cueing, Socratic questioning and Directed Reading and Thinking Activities (DRTA). Instructional Services coordinates training for teachers to support the district's focal areas within the school day, after school, and on student free days. Curricular mapping, writing workshops, and new adoptions are among the topics presented. Teachers also attend conferences and workshops in teams to facilitate application of new research and pedagogy into their curriculum planning, instruction and assessment. New teachers are embraced by grade level team members who lend a "willing ear and hand" to offer support regarding instructional programs, school policies and discipline. New teachers are also invited to join the principal and other staff members for "Donuts and Dialogue".

The district provides a variety of opportunities for Professional Development through the Practitioners' College to guide and support all administrators in an effort to improve the teaching and learning of all students and staff. Through the Practitioners' College seminars are offered in each of the four strands to teach foundational skills in Literacy/ Student Achievement, Quality Personnel and Evaluation, School Climate/Conflict Resolution, and Technology Support for Student Achievement. The information from these trainings are brought back to the site to provide another layer in continuing our professional growth to meet the needs of all students to improve academic performance. The core of our professional development program is to increase the knowledge and skills of principals, teachers and parents in order to model the work of learning and holding everyone accountable for their contributions.

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Subject: English Language Arts. Grade: 2
Test: California Standards Tests in English Language Arts and Mathematics
Edition/Publication Years: 2001 to 2004. Publisher: California Department of Education

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	97	100	99	100	
% At or Above Basic	96	98	95	95	
% At or Above Proficient	76	69	66	69	
% At Advanced	41	30	25	33	
Number of students tested	68	70	69	87	
Percent of total students tested	100	100	97	90	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. African American subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	88	100	100		
% At or Above Basic	77	100	84		
% At or Above Proficient	77	71	4242		
% At Advanced	33	0	17	43	
Number of students tested	9	7	12	18	
2. Asian subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	100	100	100		
% At or Above Basic	100	100	100		
% At or Above Proficient	64	87	100		
% At Advanced	36	40	50	92	
Number of students tested	11	15	4	13	
3. Hispanic subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	100	100	96		
% At or Above Basic	96	96	92		
% At or Above Proficient	79	52	64		
% At Advanced	46	36	28	69	
Number of students tested	24	25	25	23	
4. White subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	100	100	100		
% At or Above Basic	100	95	100		
% At or Above Proficient	79	67	71		
% At Advanced	47	17	25	72	
Number of students tested	19	18	24	29	
5. Socio-economically Disadvantaged subgroup					
% At or Above Far Below Basic	100	100	100		Not Applicable
% At or Above Below Basic	100	100	78		
% At or Above Basic	100	100	53		
% At or Above Proficient	86	50	38		
% At Advanced	29	20	0		
Number of students tested	7	10	8	7	
STATE SCORES					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	87	87	85	85	
% At or Above Basic	65	68	63	61	
% At or Above Proficient	35	36	32	32	
% At Advanced	12	12	9	10	

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Subject: English Language Arts. Grade: 3
Test: California Standards Tests in English Language Arts and Mathematics
Edition/Publication Years: 2001 to 2004. Publisher: California Department of Education

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	96	96	97	97	
% At or Above Basic	87	91	92	81	
% At or Above Proficient	51	64	68	52	
% At Advanced	14	34	34	21	
Number of students tested	73	77	93	70	
Percent of total students tested	97	100	98	90	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. African American subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	83	100	100		
% At or Above Basic	75	90	93		
% At or Above Proficient	33	45	64	43	
% At Advanced	8	18	29		
Number of students tested	12	11	17	9	
2. Asian subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	100	100	100		
% At or Above Basic	88	75	93		
% At or Above Proficient	50	50	80	68	
% At Advanced	19	25	47		
Number of students tested	16	4	15	16	
3. Hispanic subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	96	90	96		
% At or Above Basic	79	87	91		
% At or Above Proficient	44	58	59	35	
% At Advanced	9	26	32		
Number of students tested	23	31	22	17	
4. White subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	100	100	98		
% At or Above Basic	100	97	95		
% At or Above Proficient	59	78	73	52	
% At Advanced	12	48	31		
Number of students tested	17	27	36	23	
5. Socio-economically Disadvantaged subgroup					
% At or Above Far Below Basic	100	100	100		Not Applicable
% At or Above Below Basic	92	89	100		
% At or Above Basic	77	77	76		
% At or Above Proficient	15	44	13	18	
% At Advanced	0	11	0		
Number of students tested	13	8	8	11	
STATE SCORES					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	84	84	84	83	
% At or Above Basic	61	63	62	59	
% At or Above Proficient	30	33	34	30	
% At Advanced	9	10	11	9	

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Subject: English Language Arts. Grade: 4
Test: California Standards Tests in English Language Arts and Mathematics
Edition/Publication Years: 2001 to 2004. Publisher: California Department of Education

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	99	97	99	97	
% At or Above Basic	98	91	92	89	
% At or Above Proficient	79	77	64	64	
% At Advanced	47	42	23	32	
Number of students tested	79	99	73	88	
Percent of total students tested	100	100	100	93	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. African American subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	100	100	100		
% At or Above Basic	100	95	100		
% At or Above Proficient	54	67	51	33	
% At Advanced	23	39	13		
Number of students tested	13	18	8	12	
2. Asian subgroup					
% At or Above Far Below Basic	100	100	10		Not Applicable
% At or Above Below Basic	100	100	100		
% At or Above Basic	87	100	95		
% At or Above Proficient	66	89	71		
% At Advanced	33	56	24		
Number of students tested	6	18	17	8	
3. Hispanic subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	100	100	96		
% At or Above Basic	96	91	86		
% At or Above Proficient	82	82	57	68	
% At Advanced	50	55	14		
Number of students tested	28	22	21	22	
4. White subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	100	97	100		
% At or Above Basic	100	88	92		
% At or Above Proficient	86	74	68	71	
% At Advanced	61	31	32		
Number of students tested	28	35	25	32	
5. Socio-economically Disadvantaged subgroup					
% At or Above Far Below Basic	100	100	100		Not Applicable
% At or Above Below Basic	90	100	100		
% At or Above Basic	80	100	74		
% At or Above Proficient	70	54	41		
% At Advanced	10	31	8		
Number of students tested	10	13	12	11	
STATE SCORES					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	91	92	89	87	
% At or Above Basic	72	74	71	66	
% At or Above Proficient	39	39	36	33	
% At Advanced	16	15	14	11	

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Subject: English Language Arts. Grade: 5
Test: California Standards Tests in English Language Arts and Mathematics
Edition/Publication Years: 2001 to 2004. Publisher: California Department of Education

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	98	94	97	94	
% At or Above Basic	92	85	88	88	
% At or Above Proficient	75	62	59	52	
% At Advanced	38	23	16	15	
Number of students tested	99	84	87	84	
Percent of total students tested	100	100	99	88	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. African American subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	100	80	100		
% At or Above Basic	95	60	100		
% At or Above Proficient	70	20	36	36	
% At Advanced	30	10	7		
Number of students tested	20	10	14	11	
2. Asian subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	100	100	100	100	
% At or Above Basic	100	95	91		
% At or Above Proficient	80	74	73	63	
% At Advanced	53	32	18		
Number of students tested	15	19	11	11	
3. Hispanic subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	95	92	100		
% At or Above Basic	90	75	82		
% At or Above Proficient	80	50	52	42	
% At Advanced	40	17	13		
Number of students tested	20	24	23	28	
4. White subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	100	100	94		
% At or Above Basic	92	93	81		
% At or Above Proficient	73	76	66	59	
% At Advanced	32	24	18		
Number of students tested	37	29	33	27	
5. Socio-economically Disadvantaged subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	100	92	76		
% At or Above Basic	83	84	51		
% At or Above Proficient	67	34	26	50	
% At Advanced	17	17	13		
Number of students tested	12	12	8	12	
STATE SCORES					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	87	89	91	88	
% At or Above Basic	71	72	71	66	
% At or Above Proficient	40	36	31	28	
% At Advanced	16	10	9	7	

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Subject: English Language Arts. Grade: 6
Test: California Standards Tests in English Language Arts and Mathematics
Edition/Publication Years: 2001 to 2004. Publisher: California Department of Education

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	96	99	95	97	
% At or Above Basic	87	91	82	83	
% At or Above Proficient	60	63	52	55	
% At Advanced	31	24	15	7	
Number of students tested	85	88	86	95	
Percent of total students tested	100	100	100	90	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. African American subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	73	100	100		
% At or Above Basic	54	72	90		
% At or Above Proficient	18	43	50	23	
% At Advanced	9	7	0		
Number of students tested	11	14	10	17	
2. Asian subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	100	100	100		
% At or Above Basic	90	100	100		
% At or Above Proficient	75	64	75	84	
% At Advanced	55	9	50		
Number of students tested	20	11	8	13	
3. Hispanic subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	100	100	94		
% At or Above Basic	96	96	75		
% At or Above Proficient	48	63	45	28	
% At Advanced	16	17	9		
Number of students tested	25	24	33	14	
4. White subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	100	97	93		
% At or Above Basic	85	91	79		
% At or Above Proficient	74	67	55	75	
% At Advanced	30	38	21		
Number of students tested	27	34	29	36	
5. Socio-economically Disadvantaged subgroup					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	94	100	100		
% At or Above Basic	89	73	92		
% At or Above Proficient	30	37	46	25	
% At Advanced	6	1	0		
Number of students tested	17	11	13	12	
STATE SCORES					
% At or Above Far Below Basic	100	100	100	100	Not Applicable
% At or Above Below Basic	90	87	85	87	
% At or Above Basic	71	71	66	67	
% At or Above Proficient	29	36	30	31	
% At Advanced	10	13	9	8	

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Subject: Mathematics. Grade: 2
Test: California Standards Tests in English Language Arts and Mathematics
Edition/Publication Years: 2001 to 2004. Publisher: California Department of Education

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	99	99		
% At or Above Basic	96	96	92		
% At or Above Proficient	86	82	83		
% At Advanced	58	53	46		
Number of students tested	68	70	70		
Percent of total students tested	100	100	99		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. African American subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	92		
% At or Above Basic	100	100	75		
% At or Above Proficient	88	86	67		
% At Advanced	44	29	17		
Number of students tested	9	7	12		
2. Asian subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	100		
% At or Above Basic	100	100	100		
% At or Above Proficient	100	93	100		
% At Advanced	73	53	50		
Number of students tested	11	15	4		
3. Hispanic subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	100		
% At or Above Basic	92	96	92		
% At or Above Proficient	79	80	84		
% At Advanced	61	40	42		
Number of students tested	24	25	26		
4. White subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	100		
% At or Above Basic	100	95	96		
% At or Above Proficient	84	67	92		
% At Advanced	63	28	67		
Number of students tested	19	18	24		
5. Socio-economically Disadvantaged subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	89		
% At or Above Basic	100	90	76		
% At or Above Proficient	72	70	51		
% At Advanced	29	20	13		
Number of students tested	7	10	8		
STATE SCORES					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	95	95	92		
% At or Above Basic	76	76	78		
% At or Above Proficient	51	53	43		
% At Advanced	23	24	16		

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Subject: Mathematics. Grade: 3
Test: California Standards Tests in English Language Arts and Mathematics
Edition/Publication Years: 2001 to 2004. Publisher: California Department of Education

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	99	100	99		
% At or Above Basic	94	97	93		
% At or Above Proficient	71	84	79		
% At Advanced	27	53	47		
Number of students tested	73	77	93		
Percent of total students tested	97	10	98		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. African American subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	92	100	100		
% At or Above Basic	84	100	88		
% At or Above Proficient	42	82	70		
% At Advanced	17	27	41		
Number of students tested	12	11	17		
2. Asian subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	100		
% At or Above Basic	100	100	100		
% At or Above Proficient	94	100	93		
% At Advanced	44	100	67		
Number of students tested	16	4	15		
3. Hispanic subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	100		
% At or Above Basic	91	97	100		
% At or Above Proficient	74	87	77		
% At Advanced	22	52	59		
Number of students tested	23	31	22		
4. White subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	10	100	100		
% At or Above Basic	100	97	91		
% At or Above Proficient	59	82	80		
% At Advanced	18	56	36		
Number of students tested	17	27	36		
5. Socio-economically Disadvantaged subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	100		
% At or Above Basic	92	100	76		
% At or Above Proficient	61	89	26		
% At Advanced	15	67	13		
Number of students tested	13	9	8		
STATE SCORES					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	96	93	91		
% At or Above Basic	73	71	65		
% At or Above Proficient	48	46	38		
% At Advanced	21	19	12		

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Subject: Mathematics. Grade: 4
Test: California Standards Tests in English Language Arts and Mathematics
Edition/Publication Years: 2001 to 2004. Publisher: California Department of Education

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	100		
% At or Above Basic	99	99	93		
% At or Above Proficient	88	89	70		
% At Advanced	66	63	37		
Number of students tested	79	99	73		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. African American subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	100		
% At or Above Basic	92	100	100		
% At or Above Proficient	53	72	63		
% At Advanced	38	39	38		
Number of students tested	13	18	8		
2. Asian subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	100		
% At or Above Basic	100	100	100		
% At or Above Proficient	100	100	88		
% At Advanced	67	78	47		
Number of students tested	6	18	17		
3. Hispanic subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	100		
% At or Above Basic	100	100	86		
% At or Above Proficient	93	95	52		
% At Advanced	75	77	14		
Number of students tested	28	22	21		
4. White subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	100		
% At or Above Basic	100	100	93		
% At or Above Proficient	93	89	76		
% At Advanced	68	57	48		
Number of students tested	28	35	25		
5. Socio-economically Disadvantaged subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	100		
% At or Above Basic	100	100	83		
% At or Above Proficient	90	85	50		
% At Advanced	60	38	17		
Number of students tested	10	13	12		
STATE SCORES					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	97	92	93		
% At or Above Basic	73	74	67		
% At or Above Proficient	45	39	37		
% At Advanced	18	15	13		

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Subject: Mathematics. Grade: 5
Test: California Standards Tests in English Language Arts and Mathematics
Edition/Publication Years: 2001 to 2004. Publisher: California Department of Education

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	99	98		
% At or Above Basic	89	93	75		
% At or Above Proficient	63	75	45		
% At Advanced	26	33	13		
Number of students tested	99	84	87		
Percent of total students tested	100	100	99		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. African American subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	90	100		
% At or Above Basic	85	70	49		
% At or Above Proficient	40	40	28		
% At Advanced	20	10	7		
Number of students tested	20	10	14		
2. Asian subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	100		
% At or Above Basic	93	100	81		
% At or Above Proficient	80	94	54		
% At Advanced	27	47	9		
Number of students tested	15	19	11		
3. Hispanic subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	100		
% At or Above Basic	90	96	64		
% At or Above Proficient	60	67	21		
% At Advanced	25	25	4		
Number of students tested	20	24	23		
4. White subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	94		
% At or Above Basic	92	93	85		
% At or Above Proficient	68	79	57		
% At Advanced	27	38	15		
Number of students tested	37	29	33		
5. Socio-economically Disadvantaged subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	92	100		
% At or Above Basic	83	92	51		
% At or Above Proficient	41	58	26		
% At Advanced	8	8	13		
Number of students tested	12	12	8		
STATE SCORES					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	90	87	91		
% At or Above Basic	65	61	59		
% At or Above Proficient	38	35	29		
% At Advanced	12	10	7		

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Subject: Mathematics. Grade: 6
Test: California Standards Tests in English Language Arts and Mathematics
Edition/Publication Years: 2001 to 2004. Publisher: California Department of Education

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	99	98	97		
% At or Above Basic	93	77	79		
% At or Above Proficient	58	55	55		
% At Advanced	32	26	17		
Number of students tested	85	88	86		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. African American subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	91	100	100		
% At or Above Basic	45	79	80		
% At or Above Proficient	18	50	60		
% At Advanced	9	14	0		
Number of students tested	11	14	10		
2. Asian subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	100	100		
% At or Above Basic	90	100	100		
% At or Above Proficient	80	81	75		
% At Advanced	50	45	50		
Number of students tested	20	11	8		
3. Hispanic subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	96	94		
% At or Above Basic	88	88	75		
% At or Above Proficient	48	46	45		
% At Advanced	20	17	12		
Number of students tested	25	24	33		
4. White subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	98	97		
% At or Above Basic	85	85	76		
% At or Above Proficient	63	76	55		
% At Advanced	33	36	21		
Number of students tested	27	34	29		
5. Socio-economically Disadvantaged subgroup					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	100	91	100		
% At or Above Basic	89	82	85		
% At or Above Proficient	30	54	54		
% At Advanced	18	9	8		
Number of students tested	17	11	13		
STATE SCORES					
% At or Above Far Below Basic	100	100	100	Not Applicable	
% At or Above Below Basic	93	92	92		
% At or Above Basic	66	64	62		
% At or Above Proficient	35	34	32		
% At Advanced	12	10	10		

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Normed Reference Testing Results

Subject: Reading. Grade 2, Various Tests, see below

CAT6 Short form from CTB -- SAT9 full version from Harcourt Brace.

Scores are reported here are Average National Percentile Scores

Average National Percentile Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
Test	CAT/6, Short form	CAT/6, Short form	SAT9 full version	SAT9 full version	SAT9 full version
SCHOOL SCORES					
Total Score	77	43	72	79	71
Number of students tested	67	70	69	84	72
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American subgroup			61	61	
Number of students tested	9	7	12	16	10
2. Asian subgroup	69	55		88	79
Number of students tested	11	15	4	15	14
3. Hispanic subgroup	81	46	73	82	60
Number of students tested	23	25	25	22	18
4. White subgroup	81	41	75	79	77
Number of students tested	19	18	24	29	26
5. Socio-economically Disadvantaged subgroup					44
Number of students tested	7	10	8	7	12

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Normed Reference Testing Results

Subject: Reading. Grade 3, Various Tests, see below

CAT6 Short form from CTB -- SAT9 full version from Harcourt Brace.

Scores are reported here are Average National Percentile Scores

Average National Percentile Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
Test	CAT/6, Short form	CAT/6, Short form	SAT9 full version	SAT9 full version	SAT9 full version
SCHOOL SCORES					
Total Score	56	62	78	71	73
Number of students tested	73	77	92	68	73
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American subgroup	50	46	75		
Number of students tested	12	11	17	9	10
2. Asian subgroup	58		78	75	
Number of students tested	16	4	15	15	9
3. Hispanic subgroup	51	61	78	61	71
Number of students tested	23	31	22	20	19
4. White subgroup	62	69	80	75	77
Number of students tested	17	27	35	22	30
5. Socio-economically Disadvantaged subgroup	42				
Number of students tested	13	9	8	10	8

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Normed Reference Testing Results

Subject: Reading. Grade 4, Various Tests, see below

CAT6 Short form from CTB -- SAT9 full version from Harcourt Brace.

Scores are reported here are Average National Percentile Scores

Average National Percentile Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
Test	CAT/6, Short form	CAT/6, Short form	SAT9 full version	SAT9 full version	SAT9 full version
SCHOOL SCORES					
Total Score	66	68	72	78	73
Number of students tested	79	99	73	84	90
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American subgroup	50	64		73	72
Number of students tested	13	18	8	13	13
2. Asian subgroup		69	78		79
Number of students tested	6	18	17	10	15
3. Hispanic subgroup	70	65	64	73	59
Number of students tested	28	22	21	24	26
4. White subgroup	71	71	74	81	80
Number of students tested	28	35	25	32	31
5. Socio-economically Disadvantaged subgroup		46	56		66
Number of students tested	10	13	12	10	13

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Normed Reference Testing Results

Subject: Reading. Grade 5, Various Tests, see below

CAT6 Short form from CTB -- SAT9 full version from Harcourt Brace.

Scores are reported here are Average National Percentile Scores

Average National Percentile Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
Test	CAT/6, Short form	CAT/6, Short form	SAT9 full version	SAT9 full version	SAT9 full version
SCHOOL SCORES					
Total Score	67	58	68	68	65
Number of students tested	99	84	85	80	85
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American subgroup	62		58	54	47
Number of students tested	20	10	14	11	17
2. Asian subgroup	80	69	69	76	70
Number of students tested	15	19	11	11	12
3. Hispanic subgroup	71	53	66	65	47
Number of students tested	20	24	23	27	14
4. White subgroup	63	59	70	74	76
Number of students tested	37	29	31	26	34
5. Socio-economically Disadvantaged subgroup	57	46		60	60
Number of students tested	12	12	8	12	12

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Normed Reference Testing Results

Subject: Reading. Grade 6, Various Tests, see below

CAT6 Short form from CTB -- SAT9 full version from Harcourt Brace.

Scores are reported here are Average National Percentile Scores

Average National Percentile Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
Test	CAT/6, Short form	CAT/6, Short form	SAT9 full version	SAT9 full version	SAT9 full version
SCHOOL SCORES					
Total Score	60	65	72	68	74
Number of students tested	85	88	82	92	92
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American subgroup	34	45		58	
Number of students tested	11	14	10	16	7
2. Asian subgroup	73	72		71	76
Number of students tested	20	11	8	14	19
3. Hispanic subgroup	52	64	65	51	70
Number of students tested	25	24	30	15	19
4. White subgroup	65	69	77	76	75
Number of students tested	27	34	28	37	37
5. Socio-economically Disadvantaged subgroup	50	55	59		
Number of students tested	17	11	13	10	9

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Normed Reference Testing Results

Subject: Language. Grade 2, Various Tests, see below

CAT6 Short form from CTB -- SAT9 full version from Harcourt Brace.

Scores are reported here are Average National Percentile Scores

Average National Percentile Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
Test	CAT/6, Short form	CAT/6, Short form	SAT9 full version	SAT9 full version	SAT9 full version
SCHOOL SCORES					
Total Score	78	43	86	88	80
Number of students tested	67	70	70	85	73
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American subgroup			77	73	
Number of students tested	9	7	12	16	10
2. Asian subgroup	80	62		92	82
Number of students tested	11	15	4	15	15
3. Hispanic subgroup	81	44	87	85	71
Number of students tested	23	25	26	22	18
4. White subgroup	77	42	88	91	88
Number of students tested	19	18	24	30	26
5. Socio-economically Disadvantaged subgroup					66
Number of students tested	7	10	8	7	12

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Normed Reference Testing Results

Subject: Language. Grade 3, Various Tests, see below
CAT6 Short form from CTB -- SAT9 full version from Harcourt Brace.

Scores are reported here are Average National Percentile Scores

Average National Percentile Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
Test	CAT/6, Short form	CAT/6, Short form	SAT9 full version	SAT9 full version	SAT9 full version
SCHOOL SCORES					
Total Score	60	71	83	79	78
Number of students tested	73	77	92	68	73
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American subgroup	55	64	82		
Number of students tested	12	11	17	9	10
2. Asian subgroup	56		90	85	
Number of students tested	16	4	15	15	9
3. Hispanic subgroup	57	73	78	67	71
Number of students tested	23	31	22	20	19
4. White subgroup	64	73	83	84	84
Number of students tested	17	27	35	22	30
5. Socio-economically Disadvantaged subgroup	53				
Number of students tested	13	9	8	10	8

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Normed Reference Testing Results

Subject: Language. Grade 4, Various Tests, see below
CAT6 Short form from CTB -- SAT9 full version from Harcourt Brace.

Scores are reported here are Average National Percentile Scores

Average National Percentile Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
Test	CAT/6, Short form	CAT/6, Short form	SAT9 full version	SAT9 full version	SAT9 full version
SCHOOL SCORES					
Total Score	75	76	74	77	71
Number of students tested	79	99	73	84	90
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American subgroup	56	71		67	63
Number of students tested	13	18	8	13	13
2. Asian subgroup		81	82		80
Number of students tested	6	18	17	10	15
3. Hispanic subgroup	77	79	66	70	63
Number of students tested	28	22	21	24	26
4. White subgroup	82	71	78	81	74
Number of students tested	28	35	25	32	31
5. Socio-economically Disadvantaged subgroup		63	53		66
Number of students tested	10	13	12	10	13

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Normed Reference Testing Results

Subject: Language. Grade 5, Various Tests, see below
CAT6 Short form from CTB -- SAT9 full version from Harcourt Brace.

Scores are reported here are Average National Percentile Scores

Average National Percentile Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
Test	CAT/6, Short form	CAT/6, Short form	SAT9 full version	SAT9 full version	SAT9 full version
SCHOOL SCORES					
Total Score	72	67	74	70	69
Number of students tested	99	84	86	84	61
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American subgroup	65		62	61	
Number of students tested	20	10	14	11	10
2. Asian subgroup	82	77	68	79	
Number of students tested	15	19	11	11	8
3. Hispanic subgroup	78	66	70	57	
Number of students tested	20	24	23	30	10
4. White subgroup	66	72	78	78	75
Number of students tested	37	29	32	27	28
5. Socio-economically Disadvantaged subgroup	54	49		67	
Number of students tested	12	12	8	12	8

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Normed Reference Testing Results

Subject: Language. Grade 6, Various Tests, see below
CAT6 Short form from CTB -- SAT9 full version from Harcourt Brace.

Scores are reported here are Average National Percentile Scores

Average National Percentile Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
Test	CAT/6, Short form	CAT/6, Short form	SAT9 full version	SAT9 full version	SAT9 full version
SCHOOL SCORES					
Total Score	68	65	70	71	74
Number of students tested	85	88	83	92	94
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American subgroup	30	47		63	
Number of students tested	11	14	10	16	7
2. Asian subgroup	76	74		83	83
Number of students tested	20	11	8	14	19
3. Hispanic subgroup	66	61	65	46	64
Number of students tested	25	24	31	15	21
4. White subgroup	75	69	70	77	74
Number of students tested	27	34	28	37	37
5. Socio-economically Disadvantaged subgroup	59	47	66		
Number of students tested	17	11	13	10	9

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Normed Reference Testing Results

Subject: Mathematics. Grade 2, Various Tests, see below
CAT6 Short form from CTB -- SAT9 full version from Harcourt Brace.

Scores are reported here are Average National Percentile Scores

Average National Percentile Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
Test	CAT/6, Short form	CAT/6, Short form	SAT9 full version	SAT9 full version	SAT9 full version
SCHOOL SCORES					
Total Score	87	76	91	86	79
Number of students tested	67	70	70	85	73
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American subgroup			79	60	
Number of students tested	9	7	12	16	10
2. Asian subgroup	90	91		93	87
Number of students tested	11	15	4	15	15
3. Hispanic subgroup	85	78	91	89	61
Number of students tested	23	25	26	22	18
4. White subgroup	86	59	93	89	85
Number of students tested	19	18	24	30	27
5. Socio-economically Disadvantaged subgroup					65
Number of students tested	7	10	8	7	12

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Normed Reference Testing Results

Subject: Mathematics. Grade 3, Various Tests, see below
CAT6 Short form from CTB -- SAT9 full version from Harcourt Brace.

Scores are reported here are Average National Percentile Scores

Average National Percentile Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
Test	CAT/6, Short form	CAT/6, Short form	SAT9 full version	SAT9 full version	SAT9 full version
SCHOOL SCORES					
Total Score	70	79	91	87	82
Number of students tested	73	77	92	69	73
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American subgroup	50	64	85		
Number of students tested	12	11	17	9	10
2. Asian subgroup	78		96	92	
Number of students tested	16	4	15	16	9
3. Hispanic subgroup	71	80	92	81	74
Number of students tested	23	31	22	20	19
4. White subgroup	75	86	91	90	88
Number of students tested	17	27	35	22	30
5. Socio-economically Disadvantaged subgroup	61			67	
Number of students tested	13	9	8	11	8

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Normed Reference Testing Results

Subject: Mathematics. Grade 4, Various Tests, see below
CAT6 Short form from CTB -- SAT9 full version from Harcourt Brace.

Scores are reported here are Average National Percentile Scores

Average National Percentile Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
Test	CAT/6, Short form	CAT/6, Short form	SAT9 full version	SAT9 full version	SAT9 full version
SCHOOL SCORES					
Total Score	83	79	83	79	73
Number of students tested	79	99	73	85	93
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American subgroup	63	68		60	71
Number of students tested	13	18	8	13	13
2. Asian subgroup		80	89		88
Number of students tested	6	18	17	10	15
3. Hispanic subgroup	86	82	72	68	52
Number of students tested	28	22	21	25	28
4. White subgroup	86	81	87	85	79
Number of students tested	28	35	25	32	32
5. Socio-economically Disadvantaged subgroup		59	68		65
Number of students tested	10	13	12	10	14

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Normed Reference Testing Results

Subject: Mathematics. Grade 5, Various Tests, see below
CAT6 Short form from CTB -- SAT9 full version from Harcourt Brace.

Scores are reported here are Average National Percentile Scores

Average National Percentile Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
Test	CAT/6, Short form	CAT/6, Short form	SAT9 full version	SAT9 full version	SAT9 full version
SCHOOL SCORES					
Total Score	76	73	78	72	71
Number of students tested	99	84	85	84	85
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American subgroup	58		66	64	42
Number of students tested	20	10	14	11	17
2. Asian subgroup	84	79		89	85
Number of students tested	15	19	10	11	12
3. Hispanic subgroup	80	66	69	61	53
Number of students tested	20	24	23	30	14
4. White subgroup	75	79	81	76	81
Number of students tested	37	29	32	27	34
5. Socio-economically Disadvantaged subgroup	52	60		61	56
Number of students tested	12	12	8	12	12

Ranch Hills Elementary Standardized Testing and Reporting (STAR) Results
Normed Reference Testing Results

Subject: Mathematics. Grade 6, Various Tests, see below

CAT6 Short form from CTB -- SAT9 full version from Harcourt Brace.

Scores are reported here are Average National Percentile Scores

Average National Percentile Scores	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
Test	CAT/6, Short form	CAT/6, Short form	SAT9 full version	SAT9 full version	SAT9 full version
SCHOOL SCORES					
Total Score	81	77	77	80	79
Number of students tested	85	88	85	91	95
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American subgroup	60	58		65	
Number of students tested	11	14	10	16	7
2. Asian subgroup	89	91		88	92
Number of students tested	20	11	8	14	19
3. Hispanic subgroup	75	67	70	58	61
Number of students tested	25	24	32	15	21
4. White subgroup	84	82	77	86	78
Number of students tested	27	34	29	37	38
5. Socio-economically Disadvantaged subgroup	69	70	75		
Number of students tested	17	11	13	10	9